

Our Present Opportunity

By Randall Stewart
Brown University

(Presented at the Spring meeting of the New England College English Association, Wesleyan University, April 23, 1955. Norman Holmes Pearson, Yale University, was session chairman; Fred B. Millett, Wesleyan University, was Program Chairman. The session topic was: "The Introductory Course in Literature.")

The work of the teacher of English has always been important, but it has never been so important as now. The things that we stand for, the things that we teach, are at the heart of our culture, they are basic to our civilization, and these things are now in serious jeopardy.

We are engaged in a great contest. We wrestle not against flesh and blood, but against principalities, against powers, against the rulers of darkness. We are, or ought to be, the Children of Light. It behooves us therefore — if you will allow me to draw one more sentence from St. Paul — to put on the whole armor of God, that we may be able to stand against the wiles of the Devil.

The Machine as Devil

Our great adversary, whom St. Paul calls the Devil, can be defined in different terms in different ages, and his manifestations in any given age are many and varied. But if one had to make an essential definition for our time, one might well define the Devil in terms of the Machine.

Nathaniel Hawthorne was more prophetic than he know when he wrote in his *Notebooks* the following note for a story: "A steam engine in a factory to be supposed to possess a malignant spirit; it catches one man's arm and pulls it off; seizes another by the coat-tails, and almost grapples him bodily; catches a girl by the hair, and scalps her; and finally draws a man and crushes him to death." Here Hawthorne shows us symbolically the process going on now everywhere around us — the dehumanization of man. The mechanical view threatens us on all sides. Better living through better electronics is a slogan which deafens us with its noisy, fatuous din. The colleges have never before been so enamoured of the Mechanical Genius. Administrative and instructional

procedures in the colleges have never been so elaborately mechanical as now. Applied science has never taken up such a large part of faculty effort. There is no time here for detailed illustrations, and there is no need for it.

I do not want to appear alarmist, or to overstate the seriousness of the situation, and I have no time to mention contra-indications, of which some can doubtless be found. My only point is that we as teachers of English are confronted by a great challenge, and this being true, it becomes of the first importance that we make our efforts count for the most. The question which I want to raise is simply, Are we making our efforts count for the most? The present situation is so critical that we as the chief preservers and defenders of the humanistic tradition cannot afford not to make our efforts count for the most. Is our effectiveness as great as it might be?

I Could Weep

It seems to me a mistake to organize our courses primarily with reference to what we regard as the needs of the English "major". Insofar as the senior comprehensive examination in the major subject has encouraged such a tendency, the examination has had a bad effect. We must not be content to confine our best instruction to the elect few — the English majors. We must reach all of the students because the humanistic principles which we espouse concern all sorts and conditions of men. They concern all men, I think you will agree, in a certain vital sense in which the principles of non-literary subjects do not. In planning our course offerings, we ought to consider the maximum benefit which we can render to the college community as a whole. This consideration, it seems to me, should take precedence over some cherished perfection to be achieved in our special protegee, the major.

We must use to the greatest possible advantage the time which is placed at our disposal. The pressure from other quarters nowadays is so great that many students take only one English course while they are in college. If we have all the students for one year, let us put into that year the very best that we as expounders of the humanistic discipline can bring to bear. If we have all the students for one term only, let us crowd into that one term's work so much of the humanistic virtue that no member of the course, not even the veriest clod, will ever be quite the same again.

We can't crowd a maximum of humanistic virtue into the course unless we teach the great works, the classics, the masterpieces. When I think of the time which English departments have spent in teaching all sorts of things — miscellaneous pieces on miscellaneous subjects; pieces of current political interest; ephemeral pieces on every topic under the heavens — under the guise of giving the student an orientation in his world — I say that when I think of all this miscellaneous instruction by English departments across the length and breadth of our fair land, I could weep. I could weep for the time devoted to the Alsop brothers which might have been devoted to Shakespeare. We must give the students in this first course the very best. Most of them will not sit under our instruction again.

The Best: Wide Latitude

I shall not attempt to name the best beyond saying that the King James Bible is still the noblest monument of English prose, and Shakespeare is still Shakespeare ("No utter surprise can come to him / Who reaches Shakespeare's core. / All that we seek and shun is there / Man's final lore.") There is of course a wide latitude in the selection of great works, and the works selected might well vary from time to time. There is at the present time, as everyone knows, a tremendous interest (an interest not confined to critics and teachers but felt to an astonishing degree by the undergraduates themselves) in certain great American fiction-writers — Hawthorne, Melville, James, Hemingway, Faulkner — and I think that we do well to make the most of this significant interest. But the range of selection of classics in English for our humanistic course is very wide indeed. The important thing is that the works chosen should be great works, and that there should be a certain catholicity of choice (to illustrate, the poetry chosen should include the non-metaphysical as well as the metaphysical).

Writing and Reading

May I muster my courage and say that I think that our separation

of courses into writing courses and reading courses is artificial? I do not refer here to courses in creative writing. Why should not all of our courses consist of both reading and writing?

One difficulty with Freshman composition courses as I have observed them is that the student too often is asked to write in a vacuum. He has nothing to write about, and no desire to write about it. If it is said that he has himself, the answer is that that is the most difficult of all subjects for him to write about with even a modicum of distinction. No wonder that themes on "My Last Year in High School" and "My Summer at Camp" come back inscribed Banal, for these are subjects which only the genius of a Lamb or Beerbohm, the flair of a Benchley or Thurber, could save from insufferable flatness. The same is likely to be true also of themes on a whole range of ingenious but inadequately motivated topics. If a student has read an important literary work, and has become properly interested in it, and actively involved in it, writing about it will come naturally, and the teacher need not be too much surprised if he gives a B to a paper so instigated whose author rated only a D when he wrote about his last year in high school.

Every course that we give should be an introduction to literature and an introduction to writing. Let the teacher and his class, seated together around a table, read together an important literary work. Let them discuss the work together freely. After they have discussed the work together freely (and the teacher must be careful not to monopolize the conversation), let each student write an original critical essay on some aspect of the work which particularly interests him. And after the essay has been written, let the teacher sit down with the student, and go over the essay with all possible care.

The Most Important Job

When all this has been conscientiously done, the teacher can honestly tell himself that he has been engaged in doing the most important job which the liberal arts college in any of its departments is doing or can possibly do, on that day, or any other day. Indeed, not only does the future of liberal studies depend upon it (Please Turn To Page 10).

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The CEA - I

Sampling & Further Range

The 1955 CEA-I Conference (Schenectady, Apr. 5-7) had about 280 participants. The typical post-conference attitude is: This one was the best yet. When do we have the next conference? Here's how we can make it even better. (Then come the suggestions.)

Fred Hechinger featured John Ely Burchard's keynoting address in the Sunday Herald-Tribune for April 17. John Ciardi's Poetry and the Practical Man appears in June's Canadian Business. Philip Reed's New Interpretations of Quid Pro Quo and Howard Mumford Jones' plea for support of humanistic studies will appear in College and University; and Harold Hoskins' speech, in the Department of State Bulletin.

Meanwhile, on this and the following pages, we give selections from the recent talks. They are by Kathrine Koller, Gilbert W. Chapman, Harold Hoskins, and Don F. Zimmerman.

THE CONSTANT SEARCH FOR THE BEST

Kathrine Koller, President,
College English Association
Chairman, English Department
University of Rochester

... An association such as the C.E.A. began with a group of college English teachers who had a deep concern about the importance of good teaching. While never underestimating the importance of scholarship and research, these founders believed that good teaching was the only channel by which the stimulation of learning and the excitement of an unending search for truth might be brought from one generation to another.

It has been this same awareness that knowledge is a commodity which is valuable only when it is exchanged that led to the establishment of this liaison between the College English Association and American business and industry.

For in this exchange of ideas, in a mutual effort to understand the contributions we make to the creating and the solving of the complex problems of today, lies our hope for progress.

The theme of this Institute revolves about our mutual quest for "quality". It has been an age-old concern of Americans. When Emerson remarked that if one man could build a better mousetrap than another, the world would beat a path to his door, he might have been setting a slogan for American advertising. Indeed the absence of quality in American life today, has been deplored in such recent books as *The Age of Conformity* and *The Tides of Taste*. Our standards of quality have shifted constantly from bigger, longer, more ornate to the simple and the stark in some material things. Our concept of quality in matters of education has changed from equating quality with quantity or with narrow specialization or free selection of courses to prescribed "general education". Is quality a relative thing? What represents quality for an English student may not do so for a science major. What is quality in Africa, may be sub-standard in America in both education and consumer goods.

But behind this elusive term lies a very important concept, - the constant search for the best. And the best remains an ideal. Fortunately, a never-to-be-realized ideal. And an ideal that may be different for every one who pursues it. But frequently two groups may see the same ideal. The business man wants the creation of a free society in which enterprise can flourish; the colleges and universities

seek the creation of a social and economic situation in which the advancement of knowledge may be made unimpeded and in which an intellectual and cultural heritage may be passed on to others for the benefit of all in a free society. The interlocking of our ideals is evident, for no free society can be established by fiat. It is the product of free minds and free men working together and free to create what seems good to them, for different reasons. The business man has a concept of the ideal product of our educational system. The best - the quality product - of our colleges, has been described by Courtney Brown, speaker at our Corning CEA Institute Conference in 1953, when he tells us what a liberal education should give. "The characteristic end products of such an education (a liberal arts training), it seems to me are broad comprehension, the ability to undertake an appraisal in a calm deliberate manner, an orderly capacity for reason, a sense of toleration and critical inquisitiveness."

Let me match this with a statement by a University President. "What we should seek to impart in our colleges . . . is not so much learning itself as the spirit of learning . . . It consists in the power to distinguish good reasoning from bad, in the power to digest and interpret evidence, in a habit of . . . observation, and a preference for the non-partisan point of view, in an addiction to clear and logical processes of thought and yet an instinctive desire to interpret rather than to stick to the letter of reasoning, in a taste for knowledge and a deep respect for the integrity of the human mind".

We have gone through two world wars since Woodrow Wilson said this at a Harvard Phi Beta Kappa address. The colleges have not produced men to meet this standard; business and education have sometimes gone awfhorning after strange Gods. But back of our failures, the ideal with its demands of the highest qualities which we believe men possess, still stands. Once again we turn to it knowing that only our best can save us now. We need business men and teachers who know exactly what quality means, who have the essential vision of greatness toward which man can move. Let us learn from the exchange which we receive in such conferences as this, the nature of our past failures and glimpses again of the vision of our common desires for which we must work. "For where there is no vision, the people perish".

THE JOY OF GOOD BOOKS

Gilbert W. Chapman

President, Yale & Towne

While America depends in large measure on scientific and technical achievement for survival in this Atomic Age, isn't it true that a deep understanding of our fellow man is also essential to that survival?

A man cannot be a leader in industrial America unless he does two very important things: he must read and he must think. He cannot reach the full potentials of his capacity unless he has been taught to read critically and creatively and to understand how to apply what he has read. He must likewise have had the training to think, and must want and know how to find time to think.

In a world threatened by predatory dictatorships, leadership today requires not only the ability to nullify our enemies, but also an understanding and cultivation of the moral and spiritual resources of the human being. Where, if not in the humanities, can that understanding best be found?

The soul of young America must grow with its mind. A sympathetic understanding of the hopes and frustrations of people at home and abroad is as important as the achievement of skill in a chosen field. All of you as peace-loving Americans will, I think, agree that much can be done to insure world peace by the proper use of our industrial resources. All of us want to make the United States, and all the rest of the world, a better and safer place in which to live, not only for ourselves, for that would be a purely selfish and a short-sighted purpose, but also for posterity.

It is up to the industrialists of America and the teaching profession to see that young minds are awakened to the wonders of creative art, the joy of good books, the magic of good music, and the fascination of the history of man's development. Our colleges and universities can do very little if industry does not join with them in encouraging the young to pursue this kind of education; for, from a practical point of view, the colleges would achieve little if industry did not welcome graduates of the liberal arts colleges.

It is most edifying to me to know that a group such as is gathered here tonight is contributing so vitally to the revival of interest in the liberal arts. It is one of the most hopeful signs in our country today.

Who Bridle Leviathan?

Harold W. Blodgett, Chairman,
English Department, Union College
President, 1954-1955, N.Y. State
CEA

When I first heard the alliterative phrase "The Quest for Quality", which is the theme of this conference, I was reminded of a man who has been much on my mind this year. He is Walt Whitman, and this year, as you know, we are celebrating his poetic centennial, for the first edition of *Leaves of Grass* — 795 copies — appeared from a little shop on the corner of Fulton and Cranberry Streets, Brooklyn, on or about the 4th of July, 1855.

Walt Whitman spent his whole life trying to bring quality to American democracy. Far from being a mere celebrator of our institutions and what we were doing with them, he was acutely critical at the same time that he sang the American experience. Unlike many other writers of his time, he was not afraid or repelled, and he was frankly experimental. He did not cry, as did Sidney Lanier —

"O Trade! O Trade! would thou wert dead!

The Time needs heart — 'tis tired of head—"

and he notoriously found an American locomotive to be a much more provocative subject than, say, Poe's raven or some more customary romantic property.

But though he gladly celebrated materialistic America with its wealth and power, he knew that if America should not also be other

than materialistic she would not survive. Let me quote just one thing Walt Whitman said in *Democratic Vistas*, perhaps the most important unread book in America. He said:

"I hail with joy the oceanic, variegated, intense, practical energy, the demand for facts, even the business materialism of the current Age, our States. But woe to the age and land in which these things, movements, stopping at themselves, do not tend to ideas. As fuel to flame, and flame to the heavens, so must wealth, science, materialism — even this democracy of which we make so much — unerringly feed the highest mind, the soul . . ."

And in his whole essay Walt Whitman demands a program of culture which should have an eye to practical life and at the same time be primarily concerned for the formation of character. "The best culture," he thought, "will always be that of the manly and courageous instincts and loving perceptions, and of self-respect. . ."

Now it strikes me that what Whitman was aiming for is what this Conference is aiming for—the balanced, perceptive, sensitive, imaginative individual of good will and integrity. Whitman was looking for him in the nineteenth century, and we are still looking and we find him here and there but not enough of him. "History is long, long, long," said Walt. "Shift and turn the combinations of statement as we may, the problem of the future of America is in certain respects as dark as it is vast. Pride, competition, segregation, vicious wilfulness, and license beyond example, brood already upon us. Unwieldy and immense, who shall hold behemoth? who bridle leviathan?" Well, we are still asking.

I perceive Whitman has written most of this speech, but it is perhaps just as well. I hope that while you are here, you will have occasion to visit our Library and see our Whitman exhibit in honor of the 100th anniversary of *Leaves of Grass*. It is not large, but there are some good things there, including a number of interesting photostats of MSS loaned to us by the Detroit collector Charles Feinberg who himself — as a business man by profession and a lover of literature by choice — is one good example of an effective harmony between Industry and the Liberal Arts.

YALE CONFERENCE ON TEACHING ENGLISH

The First Yale Conference on the Teaching of English, sponsored by the Master of Arts in Teaching Program, was held in Sprague Hall, Yale University, on April 1 and 2. Under the able guidance of Edward J. Gordon, everything had been done that could be thought of to insure a successful gathering: the "panels" (quite deservedly dignified by the name of "committees") had met twice each in advance to prepare their material; the speakers were all distinguished in their fields; and the audience was practically hand-picked, being limited to 200.

To this observer, the Conference offered one of the finest combinations of wit and wisdom it has ever been his pleasure to experience at such a meeting. Following sparkling expositions of "How to Teach a Novel" by the Committee on Intensive Reading and Professor Cleanth Brooks, the discussion began slowly — surely because of shyness on the part of the audience and not of any paucity of ideas to talk about. As people got to know one another better, the give-and-take became much more lively. The discussion of composition was vigorous, stimulated by good reports by the Committee on Composition and Professor Arthur Mizener. On Saturday morning the Committee on Extensive Reading and Miss Lou LaBrant created the best fireworks of all, however, with remarks from the audience being full of good ideas and excellent humor.

If any criticism can be made of Ed Gordon's management, it is that which is made in the Bible of the wedding host at Cana — he

brought on his best wine at the end of the party. The report of the Committee on Language, prepared by Philip Burnham, and the talk given by Louis Zahner, contained more new ideas and practical suggestions than any of the other reports, in the perhaps biased opinion of this listener. Although this topic was the Conference's most controversial, and was dealt with in a brilliant manner, it unfortunately elicited little discussion.

The committees' reports, the guest speakers' talks, bibliographies and other helpful material were mimeographed and bound into a little booklet which was given to each person there, to help him digest later the ideas which had been coming at him for two days too fast to absorb. Those not privileged to attend the Conference may secure the booklet, and thus many of the benefits of the thinking that went into preparing the Conference and it, by sending a dollar to Edward J. Gordon, Master of Arts in Teaching Program, Hall of Graduate Studies, Yale University, New Haven, Connecticut.

R. M. W.

Note: We understand that copies of Critics containing articles on linguistics and the teaching of English were circulated among the members of the Committee on Language.

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Joseph Jones, University of Texas

(See March Critic, pg.3)

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ENGLISH STUDIES AND THE FOREIGN SERVICE

by Harold B. Hoskins, Director of Foreign Services' Institute
Department of State

"It is encouraging to me to learn that the College English Association is devoting its Institute conference this year to the theme, 'Liberal Education, Industry, and the Quest for Quality.'

"I am particularly pleased that you have invited participation by the Department of State in your consideration of this theme. At no time in our history has it been more important for our country to develop to the utmost the innate abilities of its citizens and especially of those who will be entering the service of the Government both in Washington and in our many Foreign Service posts abroad. It is my hope that the discussions at your conference will produce some useful suggestions on the most effective means for accomplishing this difficult task."

John Foster Dulles

First of all, the Foreign Service needs officers competently trained in the English language. I am not emphasizing the need for greater facility in English because I want the approbation of an audience professionally occupied with the English language. We need to demand of our officers the same competence in English that we would expect to find in any of you who might apply for commissions in the Foreign Service.

We must be sure that every officer knows how to read—to comprehend, to analyze, and to criticize—before we promote him to a post of higher responsibility. We are going to be sure that he can write—that his grammar is unfailingly sound, that his style is lucid, that his coverage of topic is complete, and that he can draft reports that are short and clear. And we are also going to be sure that he can speak effectively and persuasively, whether to a small group seated around a table or to a larger audience. Nor shall we neglect instruction in the techniques of radio and television.

Closely bound to the elemental need for complete facility in English is the need for greater ability in foreign languages. The linguistic competence of American overseas personnel is not nearly as high as it should be. It is no secret that our schools and colleges have not been conspicuously successful in the field of teaching foreign languages. There is critical

need for more research in linguistics and in methods of increasing both the speed of acquisition and the mastery of foreign tongues. The Foreign Service Institute at one time participated actively and valuably in such research, but its program was virtually destroyed.

I feel very strongly, too, that the nearly universal American weakness in foreign languages is directly related to the slovenly English which assails our eyes and ears on all sides. Our mother tongue has been debased. How can we expect to educate a man in the use of Spanish, French, German or Russian when he is practically illiterate in English? It is a truism that no one can take from a foreign language any more than he can bring to it.

If you of the College English Association can give us useful suggestions, I can assure you that we will use them. They will be welcome in respect to any area of education for Foreign Service officers and not just in the area of English. Now is a particularly useful moment for us to receive them. A good bit of thinking and planning in regard to training has been done in recent months in the Department but as yet no final decisions have been taken. However, in a few weeks' time we shall have to make some firm decision as to the courses and training that we plan to give. We shall be glad to have your ideas regarding the content as well as the duration of in-service training for three major training periods of an officer's Foreign Service career.

I am grateful to you for the opportunity to come here. We want your help. Secretary Dulles was making more than a mere gesture of politeness when he ended the message which I read to you by saying: "It is my hope that the discussions at your conference will produce some useful suggestions on the most effective means for accomplishing this difficult task."

ENGLISH AT THE USAF ACADEMY

by Brigadier General Don Z. Zimmerman, Dean of Faculty, USAFA

In recent years I have followed with considerable interest the growing trend toward recognizing the importance of liberal education by industry. For example, there was the Saturday Review report on the 1953 meeting of your organization; this report provided the nation with a fine presentation of the important relationship between industry and the liberal arts. In January 1954, there was the University of Chicago Round Table radio broadcast on this same subject.

Certainly one of the most influential forces in the revival of interest in liberal education has been this annual institute of the College English Association for Industry-Liberal Arts Exchange. You may be assured, therefore, that I consider it an honor to be invited to talk to this institute meeting on a specific aspect of what might be called the liberal arts revival.

The Air Force Wants Liberal Arts
The AFA Program

I want now to describe briefly our academic program at the Air Force Academy, concentrating on showing what we are planning in the liberal education area. In our academic program of instruction we are offering four years of undergraduate study leading to a baccalaureate degree. The academic curriculum is the result of five years of continuous study and refinement; in the preparation of this curriculum the Air Force has enjoyed the able assistance of some sixty selected civilian educators.

Our curriculum can be divided into two primary areas of learning: Scientific Studies and Social-Humanistic Studies. One of the most significant features of the curriculum, I believe, is that we are allocating our time almost equally between these two primary areas of learning. The purpose of our social-humanistic instruction is to provide the potential Air Force officer with a knowledge of the world about him, an understanding of the people in that world, and a skill in dealing with those people. Toward this end, our cadets will receive three years of English, four years of history, a year of psychology, a year of law, a year of economics, a year of international relations, a year of American and comparative governments, and a semester each of geography and philosophy. Foreign languages will be offered on an elective basis. Of particular interest to this institute will be our program in Eng-

lish. Our instruction here will involve two major threads which will run throughout all of the three years in which English is studied. One of the major threads will be built around the communication skills of writing, reading, listening, and speaking, all coordinated into one ability — effective communication through language. In following this communication thread through all three years, a cadet will learn to write clearly and logically; to read with effective comprehension; to listen analytically; and to speak effectively, both in formal large-group situations and in small-group discussion situations.

The other major instructional thread will be organized around literature. Here our students will learn to know their civilization through the understanding and enjoyment of literature. They will learn that literature is more than an analysis of such things as literary form or plot structure; they will learn to see literature as a reflection of human personality and life, the analysis of which will help them better to understand themselves and the people with whom they live and work. Certainly the study of English will furnish our cadets with a broad background which will contribute to their development as military leaders.

THE CASE FOR POETRY:
A NEW ANTHOLOGY

By GWYNN, CONDEE and LEWIS

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Rebirth Of Old Critic

(By a Convert to the
New Criticism)

Lewis Carroll has been thought of primarily as a writer of prose, as one of the most original and, within his limitations, rich and various prose writers of the nineteenth century. However, viewed from the seven or more cardinal directions of ambiguity, he surely deserves to rank high among the poets of a period in which there were constellations at all points of the arc, from nadir to zenith. Consider the epistemology and metaphysics of one of Carroll's lesser known masterpieces, in which he is more variously, more flexibly, and probably more searchingly intelligent than Transome, Keliot, or Mate. Of course, the startling transformation of a good philosopher into a bad poet summons his ideas from an emotional to an intellectual dimension. "One soon determines, upon reading Carroll, that with more verve than epigrammatic twist he has brought realistic cognition to a hitherto unique kind of knowledge, objectively present within the poem, what Jempson would doubtless call an image of insight.

I am stating these matters with some clarity because I think they are crucial to an understanding of the lines which follow, lines which Brookmur would surely call third dimensional, suggestive of a playful quality in the poem inherent in the texture, q.v., which has little or nothing to do with the logical structure. But the full impact can come only from the words of the

poet himself, words that dislume while they incise the entablature of form permeated with meaning. The words alluded to are spoken by Alice, the autotelic heroine of "the looking glass" framework.

The Lion and the Unicorn were fighting for the crown:
The Lion beat the Unicorn all round the town.
Some gave them white bread,
some gave them brown;
Some gave them plum-cake and drummed them out of town.

Here there is an exquisite synesthesia of impulse, as one transfers the modality of chivalry and crowns to the pseudo-biology of Unicorns and this Lion. The taste of the two for "white bread" and "brown," may be deliciously savored in the succession of front vowels immured in the salivary stimulus of the liquid r's. Then the back vowels are enveloped in the sweep of the diaphones "aa-ee" and "aa-oo". This symphony of tone is relieved by the voiced and voiceless stops, beat, gave, stop, and finally soothed by the lulling bilabials, plum and drummed.

The "Lion" and the "Unicorn," fortunately, are antitheses, revealing a complicated state of mind in the author. Thus, we are offered something contradictory: they are fighting! The reader, therefore, has a choice of alternatives. He may side with the Lion and help him seize the Crown; then beat the Unicorn all round the town. The Crown ikon, of course, becomes a semantic object in the poem, an esthetic symbol of perfection, as a circle is complete within itself. There may be, however, something phallic in the horn of the Unicorn and the circle of the Crown, and the author may be guilty of unintentional fallacy in frustrating the Unicorn from this logical denouement. "Plum cake" becomes the fulfillment and sublimation of the baser motives of fighting and sex, and the drums set up a procession of audio-visual images which bring to mind the fields before Ilium or Corinth as the Mirmidons in shining casements drive their foes before them in their greaves.

Mr. Jempson, doubtless, would tell us that "plum-cake" may also mean any other good and choice things, as a "raisin cake" or even an "angel-food cake," but that would change the values in the poem, as we could not associate angels with being drummed out of town. The Lion and the Unicorn would no longer be fighting on a darkling plain, earth-bound, but would soar into the empyrean of apocalyptic vision, like Milton's

WHY THE HUMANITIES?

Goodwin B. Beach, Representative, Classical League of America, at the 1955 CEA-I Conference.

My support of intensive study of the Humanities rests on the following grounds: since our country has achieved primacy among the nations of the free world, if we are to enjoy the full fruits of that primacy and maintain duly our position, we must win other peoples' respect not only for our own technology in which field we have won their high esteem, but also for our culture and wisdom. In this latter field esteem is granted charily and grudgingly. They who hold in the highest regard the arts and the humanities have seen too many arrive from our shores gravely lacking knowledge of these arts and humanities.

Although this conference be devoted mainly to English, it cannot be amiss to speak of the humanities in general, for English lies in that field and cannot be separated from them as by a quarantine. So, if we are to succeed in our foreign relations, we must send abroad, not only in the public but also in the industrial field, men who by their knowledge of the arts and of the history and of the literature of the several countries can win the respect of those peoples and cement lasting friendships.

Inasmuch as the several cultures of Western Europe, to wit, of those who are or should be our friends, flow from the same source, our education should start from that source. I, therefore, advocate a thorough grounding in the ancient languages and in ancient history, that likenesses be brought out

tropes, and the tensions of earthy appetites would meld into the non-tactical correlatives of the non-objective.

One could easily develop Lewis Carroll's lines into the world of the myth and the non-myth, by exploring the meanings on different levels of "bread" and "cake" or of "crown" and "town." But surely it is unnecessary to pursue the tenor of Lewis Carroll's work to concede that he was the substream founder and non-affective desideratum for the entire modern school of poetry and criticism. Humpty Dumpty, doubtless a semantic referent for the author, makes this clear when he reports to Alice that in the use of words the question is simply which is to be the master, you or the word. "I can manage the whole lot of them" says Humpty Dumpty, "Impenetrability, that's what I say! Impenetrability."

and dissimilarities explained. Modern languages should likewise be taught and taught for speaking.

This is not to take the emphasis off the study of English and of English literature. This study cannot fail to be furthered by these other studies. The study of English and of English literature are, of course, basically necessary and indispensable for anyone who has the ambition to seek high position.

The individuals who have been subjected to this broad education will be men fully developed and far more capable, than would otherwise be the case, of doing a meritorious job either in representing us abroad or at home.

One other point: leisure is increasing. What is one to do in lengthened leisure hours? These studies proposed will open the way to fruitful enjoyment of leisure and even suggest other studies that will enhance such enjoyment. But perhaps this is not germane to this conference, so I shall leave it here, but with the suggestion that it receive consideration.

A thirty-two page booklet of the CEA Chap Book type will present the papers given at the 1954 annual CEA program Seeing It Whole. These include an introduction by Robert Fitzhugh, addresses by Ernest Earnest, John B. Schwartzman, and William B. Gaede; and commentaries by Bruce Dearing and John Diekhoff. The Center for the Study of Liberal Education for Adults is subsidizing the project. CEA members will receive their copies within the next several weeks.

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CEA SECRETARY'S REPORT FOR 1954

(Condensed)

This report deals with the most crowded year of CEA activity within my recollection. Whether, in the long view, it will turn out to be one of our most productive years, in terms of results helping to fulfill CEA aims, is for future evaluators to decide.

At the outset, I wish to express my appreciation of the quick cooperation and the encouragement that the officers and directors have given during this year of extraordinary stress and strain.

To our President, Professor William L. Werner, of the Pennsylvania State University, I wish, in particular, to express my gratitude. Himself an example of so much that we aspire to through The CEA, he has shown, in response to my at times excessive enthusiasm and zeal, a fatherly indulgence; and his admonishments, even when I have not heeded them, have been heartening. In the midst of all the pulling and hauling, the tumult and the shouting, he has maintained a disinterested calm which, to us who have been in the thick of battle, has been a source of strength. To our Past President, Robert T. Fitzhugh, who has so often relieved pressure by taking on various and sundry special assignments, continued and deepened gratitude.

We have been called on to add to the CEA's customary roles of literary club and forum, shop-talk roundtable, maverick and gad-fly, that of exerting systematic and central professional leadership with regard to the major issues and re-

sponsibilities facing us in this period of crisis for English. To meet our challenges, we have had to become more complex. Further, as we have assumed broader responsibilities, our members-at-large have become more interested in the sheer business of our activity.

I hope, however, that even while we do give more attention to matters of formal organization and business, we may maintain the primacy of the spirit over the machinery; and that we will never become so preoccupied with the mechanics as to lose our elan vital.

I. CEA National Headquarters and U. of M. Cooperation

This year the national headquarters have moved from a converted basement storage and coat room to two rooms in the administrative building—South College—of the University of Massachusetts.

We owe to President Jean Paul Mather, to University Secretary James W. Burke, and to Dean Frank Prentice Rand (one of our past directors) a deep debt of thanks: to President Mather for his forthright, vigorous, and practical support of the improvements in our CEA quarters and facilities; to Dean Rand for his removal of small but troublesome obstacles, for his cooperation, and for the encouragement he has given, to departmental colleagues, to participate in our regional and national CEA activities; and to Secretary Burke for his warm encouragement and far-sighted counsel.

Through 1954, my departmental colleague, Albert P. Madeira, has continued to serve both as CEA Treasurer and as Director of the CEA Bureau of Appointments. In connection with these two responsibilities, the demands for his services have increased, and he has given much more time, this year, to CEA than in any of the preceding years during which he has served us. He has given this time with unfailing good nature and buoyancy of spirit. He has contributed greatly to our morale. Another colleague, Arthur Williams, has accepted appointment as coordinator of regional-national CEA relations, and with inadequate briefing and assistance, he has done a commendable job.

Much of the increase in headquarters activities and services has been due, not to increased numbers of national CEA members, but to the increased participant-interest of members from whom we have received so many more letters calling for thoughtful, detailed answers and follow-up; the

increase in number of regional affiliates and in the activities of those already established; increased demands for editorial attention and increased Bureau of Appointments business; and the increase in requests for miscellaneous services occasioned by CEA's expanding reputation and prestige as a professional spokesman and service agency. Included, too, are more frequent requests for recommendations of CEA members for fellowships and for letters of reference and introduction.

There has been a marked increase in requests for copies of *The Critic*—both single numbers and in quantity—and for copies of Critic supplements and Chap Books—especially Wallace Stevens' *Two or Three Ideas*, first presented as a New England CEA address, and the several pamphlets on career opportunities for English majors.

II. Bureau of Appointments

Elsewhere Albert Madeira is presenting a report of Bureau services for 1954. Here I wish to reiterate that there has been increased Bureau activity. Much of this comes at awkward times in the academic calendar. Yet the satisfaction derived from even a single successful placement has helped to offset all this inconvenience and demand for attention at particularly crowded times.

The letters of appreciation received concerning the very availability of this service and the beneficial effect, on the registrants, of this awareness have been rewarding. It is interesting to learn that the MLA has been urged to set up an appointments service at its annual sessions.

III. The CEA Critic

As in the past, our basic publication tries to maintain the tone and flavor of the forum and the newsletter—the abruptness, the tentativeness, the colloquial ease, the forensic temper, and lack of definitiveness of such publications. It draws its materials chiefly from (1) volunteered individual contributions; (2) regional and other CEA-related meetings; (3) occasional pieces submitted on invitation.

Beginning with the issue for September, 1954, the Critic printer was changed, and the place of publication was shifted from Northampton to Springfield. With this shift, Lee Holt assumed much more responsibility for the publishing and mailing processes.

A result of reduced costs and increased revenues through better-than-average income from advertisements has been the publication of the Critic, with an occasional exception, as an eight-page affair.

This, in turn, has enabled us to provide a vehicle, sooner, for more accepted material; and it has enabled us to break the logjam of already accumulated material.

III. Good Reading

In 1954, The CEA cooperated with Atwood Townsend and the Committee on College Reading, in its issue of a revised edition (Mentor Book) of *Good Reading*. For this issue, President Werner contributed the following statement: "Since the usefulness of *Good Reading* to college students and instructors, in stimulating the reading of good books, is long established and widely recognized, the College English Association is happy to commend the Committee on College Reading for its current production of *Good Reading*, and hopes to cooperate in future issues."

IV. Regional Activities

With one or two exceptions, we can report sustained or intensified activities among our regional affiliates. There has been notable strengthening of our California activity particularly through the efforts of Father Harold F. Ryan, of Loyola University, Los Angeles. Under Father Ryan's leadership, our California affiliate has been systematically scrutinizing subjects brought to the fore by the national CEA—namely, English and Industry, and the teaching of future teachers of English. The reports of these critical discussions, through *The Critic*, are then given a national audience.

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comprehensive post-conference influence, the 1954 Va.-N. C.-W. Va. meeting, at North Carolina State College, should be listed as a major event in the 1954 schedule of regional CEA activities, and for its success Prof. Lodwick Hartley, head of the English Department at the host institution, merits high praise.

This conference illustrates the way in which our national CEA activities may contribute to our regional CEA thinking and how, in return, the regional deliberations can enrich the stream of national CEA thought and activities. Thus our national CEA-I developments were a source for the program at North Carolina State. The Va.-N.C. W. Va. conference reciprocated by providing both supplementary CEA-I related material and, in a way, a constructive critique of some of our past CEA-I thinking and action. It did so through the conference report "Training in English for Leadership in Business." It thus has furnished a corrective to the emphasis in recent CEA-I activities, on the comprehensive issues facing the whole group of humanistic and liberal studies, rather than those peculiar to English.

To Prof. Hartley, for his personal initiative and persistence in securing the funds for this publication and in seeing the project through, the CEA, nationally, is in considerable debt — and all the more because copies of this report have been made available, gratis, for national distribution.

From the same region comes another illustration of the cooperative interplay between our national and our regional CEA activities. It illustrates, too, the contributions that CEA makes to the thinking of our sister organizations. I refer to George Horner's "Big Business and the Humanities," which first appeared in SAMLA's *South Atlantic Bulletin*, and which, as a reprint, had been nationally distributed and is now being widely cited.

The important point about these contributions is that they do not promulgate an official doctrine and spread unchallenged propaganda, and that they stimulate discussion and provoke criticism, and lead us members to fresh examination of our first principles and our practices.

I believe we have received for Critic publication only a fraction of the worthwhile material which has been presented at regional meetings, and which is worthy of Critic publication. Yet, I do now note with satisfaction that our regional meetings continue to provide us with much good grist for the Critic, and that, increasingly, men of note consider it desirable to

have their work presented to the profession through *The Critic*.

It is worthy of mention, also, that our regional affiliates continue to show their characteristic variations of pattern, emphasis, and thinking. Worth recording, too, is an exceptionally strong interest, among regional CEA leaders, in this year's national program at New York. Finally, I report that the interest in some sort of regional CEA Committee for Ohio has become stronger, as is to be expected in a state where we have one of our larger concentrations of national CEA members.

V. The CEA Institute

We are now working on the 1955 annual CEA-I conference, to be held April 5-7, at Schenectady, with Union College and General Electric Company as co-hosts. Three hundred participants are expected. Significant to the clarified purposes of the CEA Institute is that, for its theme, the 1955 conference stresses liberal education and the quest for quality. Common interest meetings will provide informal "jam sessions" on English studies in relation to this accent on quality in liberal education. There will be headed by Thomas Marshall, Western Maryland.

I hope that the papers and the discussions at the Institute conference will stimulate fresh examination of present English offerings and fresh proposals for strengthening our work in English as a humanity and as a good apart from any immediate utilities it may have.

Two items of indebtedness: The first, to President Mather for his vigorous support of a substantial reduction in my teaching load for 1954-55, to enable me to put so much the more time and effort into the current CEA-I program. The second, to the Center for the Study of Liberal Education for Adults, and in particular John B. Schwertman, its director, for the summer grant it made available to me so that I might consolidate the results of the 1953-54 CEA Institute activities, and prepare for the heavy CEA-I program of the current season. It was this grant that enabled me to justify to my family—with what success I am still uncertain—my unbelievably heavy and, to me now, in retrospect, appalling investment of time and effort in the development of the Institute—not only this year, but also—far beyond normal work-hours and the normal work-week—during 1952-53, summers included.

We have several proposals or invitations from different institutions wishing us to sponsor CEA-I conferences for them.

In response to the proposals and invitations, we have made no com-

mitments, even though we have expressed a willingness to explore the possibilities. At Schenectady, no announcement will be made as to a 1956 national CEA-I Conference. My reply to all who ask is: As soon as I have completed the post-conference jobs connected with Schenectady, I want to submit the whole question of our future CEA-I activities to the CEA officers and directors for review.

Meanwhile, I wish to make the following points:

1. While, undoubtedly, the CEA-I development has diverted a good deal of energy that might have gone into the established CEA activities, it also has brought much energy into our established activities

(a) through revived enthusiasm and support by some who had lost interest, feeling that our earlier "historic mission" had been accomplished

(b) through increase in CEA activity on the part of hitherto peripheral or mildly interested CEA members

(c) through the fresh energy of new CEA members drawn to us by the CEA-I activity

(d) through increased opportunities for accomplishing CEA business in connection with CEA-I trips

(e) through CEA Critic articles the CEA-I has inspired or provoked.

2. The enhanced reputation of CEA, through the CEA-I conferences and publications and broadcasts dealing with The CEA-I, has resulted in increased numbers of deans and department heads turning to our Bureau of Appointments for help in filling vacancies.

3. In addition to conference fees, CEA-I expenses have been met through the following:

(a) sale of publications (small amount)

(b) contributions "in kind":

(1) publications and other material for distribution.

(2) conference hospitality and other services, such as, local transportation, clerical services and supplies, publicity, mailings, photographs.

(3) advisory and consultative services.

(c) contributions from business corporations and foundations related to such corporations.

(d) grants—from the Center for The Study of Liberal Education for Adults

(1) for CEA-I CSLEA Seminar on English Teaching for Adults, in connection with 1954 CEA-I Conference—including travel reimbursement fund for academic participants.

(2) for CEA-I developmental work through national CEA-I head-

quarters, including summer grant for director's developmental services.

4. The CEA-I funds are budgeted separately and recorded separately—both as to income and outgo. The CEA is not financially dependent on The CEA-I, or vice versa. "CEA-I" sources could be withdrawn without disturbing the financial status or the regular business of CEA. In this way the continued independence of the CEA has been maintained. In this way, too, the power of CEA to modify or drop its CEA-I programs has been retained.

5. In the CEA-I advisory and consultative groups and on the CEA-I Committees, there are appropriate CEA representatives: The Advisory Council, The Board of Consultants, The CEA-I General Committee, The Regional Committees for The CEA-I.

6. Labor, as well as management, has been involved—more, we hope, as time goes on.

7. English studies for careers other than those in business and industry are stressed.

8. English studies as a good in themselves and for the individual outside his working hours are stressed.

VI. Organizational Development

To those who have not been close to the center of CEA activities, the organizational developments of 1954 must appear to have been breath-takingly abrupt. Actually, they were a long time in the making and were preceded by years of talk and preparation. Several of these developments were long-standing items of unfinished executive business. I trust that with needed changes, these developments will be approved by our membership; and that this approval will mark a big increase in systematic participation, by the membership-at-large, in the policy and program shaping of The CEA.

A. Committees

In the postwar past, the national CEA has had no standing committees. In the 1950-55 period, it has had ad hoc committees on: the Revision of the Ph. D. Curriculum in English, Teaching Load of English Teachers in the High Schools, and the Encouragement of Undergraduate Excellence in English.

Increasingly, as Executive Secretary, I have felt the need of such committees and for these main reasons: (1) so as to have, intermediate to the officers and directors and the membership-at-large, sources of information and opinions concerning CEA policies and practices; (2) so as to distribute executive responsibility and thus relieve the pressure here at the national center; (3) so as to furnish the "secretariat" much-needed

buffers and shock-absorbers. As a transitional step, in 1951, I successfully recommended a group of advisers, each adviser, in effect, being a committee nucleus for the area assigned to him.

In 1954, after correspondence with President Werner, a list of standing committees was adopted and the following were successfully invited to serve (some of the lists are incomplete):

Nominations

Hilda Fife, Allan MacLaine, Russell Noyes.

CEA Institute

John Ball, *James Barrs, *Carvel Collins, Glenn J. Christensen, Bruce Dearing, Chairman*, Robert T. Fitzhugh, Edward J. Foster, Daniel Gibson, Clyde Hensen, Lee E. Holt, *George F. Horner, Carl Lefevre, Ernest E. Leisy, Donald J. Lloyd, Thomas Marshall, *Harry Moore, Franklin Norvish, Russell Noyes, T. M. Pearce, *Henry W. Warfel, William Werner.

*to be verified

Organization and By-Laws

*Charles Cooper, Levette J. Davidson, Bruce Dearing, Robert T. Fitzhugh, Donald J. Lloyd, Thomas Marshall, Alvan S. Ryan, William L. Werner.

Organization and By-Laws—Advisory

Robert Gay.

Research and Grants

Robert T. Fitzhugh, Ernest E. Leisy, Russell Noyes, T. M. Pearce, Henry W. Sams, Lionel Stevenson, William L. Werner.

Ph.D. Curriculum Revision and Preparation for Teaching
Morse Allen, Ellsworth Barnard, John Ciardi, Ernest Earnest, F. Cudworth Flint, Norman Foerster, Ernest Leisy, Norman Holmes Pearson, Alvan Sherman Ryan, Lionel Stevenson, William L. Werner, Autrey Nell Wiley.

National-Regional Relations

John Ball, A. K. Davis, John Q. Hays, Sarah Herndon, Patrick J. Hogan, Willis C. Jackman, Allen Kellogg, Carl Lefevre, Mitchell Marcus, Francis Mason, Ralph N. Miller, George L. Nesbitt, Franklin Norvish, Chairman, Clair C. Olson, Merrill Patterson, (Rev.) Harold F. Ryan.

Publications

Ellsworth Barnard, John Ciardi, Lee E. Holt, Joseph Jones, Norman Holmes Pearson, William Watt, George Wykoff, *Harry Warfel.

B. Incorporation

The importance of incorporating The CEA as a non-profit, educational association has long been recognized. By 1954, the step had often been talked about; its general desirability was recognized, as a technical convenience helping to insure the stability of our organization. It would relieve officers and members of potentially awkward

personal liability; it would fix organizational responsibility; it would strengthen our status among professional societies and in our approaches to the Foundations and other sources of financial support for research and other CEA-sponsored projects.

I am happy to report that, thanks to excellent cooperation, this process of incorporation, in The Commonwealth of Massachusetts, has been completed, and we are now the College English Association, Inc. Already, I have sensed the benefits of this incorporation, in dealing both with other organizations in higher education and with the Foundations and other potential sources of support for our regular work or for special projects.

C. Statutes

The need for revised CEA statutes was apparent before we initiated the process of incorporation. Incorporation both underscored this need and rendered it all the more urgent. As our own organizational activity had developed, we had more and more occasion to refer to our statutes, and we got more frequent requests for copies of them. When we tried to furnish them we discovered that they consisted of four elements: (1) oral "tradition"; (2) established practice; (3) the statement accompanying our membership blanks; (4) a pre-war constitution, in a number of places at variance with one or more of the other elements.

We were thus seriously hampered by not having available a single document which really reflected what we had become and how we operated. The present "By-Laws" of our corporation is the result of an attempt at synthesis of these four elements furnishing the materials of our statutes.

These "By-Laws" no doubt need going over, with changes to be effected as Amendments. I had hoped that, at this meeting, our Committee on Organization and By-Laws would be ready to report and recommend ratification with or without change. But in this hope I have been disappointed. I trust that, in the coming year, this Committee will complete its work and offer its report, before our next annual meeting.

Meanwhile, from the administrative point of view, we now have a much clearer and firmer basis on which to operate.

Conclusion

To so many CEA members who have shown forbearance and loyalty, in spite of shortcomings, and who by heartening word and by works, have helped us make this a year of achievement, I want to express my thanks. As we turn toward 1955, I voice the hope that

CEA TREASURER'S REPORT FOR 1954

Balance on hand, January 1, 1954

\$ 824.88

INCOME

Advertisements	\$3594.08
Dues	1495.00
Subscriptions	2023.18
Library Subscriptions	68.00
Publications	64.00
Bureau of Appointments	168.50
Miscellaneous	102.41

\$7515.17

Total income for 1954

8340.05

EXPENSE

Salaries and Wages	\$2200.27
Stationery & Supplies	625.97
Critic Printing	2144.87
Postage	423.17
Telephone & Telegraph	42.98
Bureau of Appointments	9.92
Miscellaneous	968.12

\$6415.30

Total expense for 1954

6415.30

Balance on hand, January 1, 1955

\$1924.75

NOTES: (1) Miscellaneous expenses included such items as \$294.14 on a 1952 print bill (we are all paid up on everything now), annual meeting expenses \$155.67, etc.

(2) The \$9.92 item of expense listed for Bureau of Appointments does not indicate full expenditures in connection with this service. Additional Bureau Service costs are included in other items listed.

Respectfully submitted,

ALBERT P. MADEIRA

Treasurer

CEA INSTITUTE FINANCIAL STATEMENT, 1954

INCOME:

Institute membership fees, contributions, and grants	\$ 9375.00
Publications	45.72
Conferences	751.69
Miscellaneous	5.00
	\$10177.41

EXPENSE:

Wages, fees, and grants	\$ 3582.03
Travel (including tel. & tel. charges en route)	2349.17
Tel. and Tel.	557.01
Postage and Express	452.36
Publications (including mimeographing, etc.)	828.21
Stationery, supplies, and equipment	464.47
Miscellaneous	123.41

\$ 8356.66

Balance, January 1, 1955

\$ 1820.75

Respectfully submitted,

Albert P. Madeiro, Treas.

we may make good our shortcomings of 1954 and add further successes to our record; and that, in any event, we will take heart in our unofficial CEA motto: *Whatever is worth doing, is worth doing inadequately.*

Respectfully submitted,

Maxwel H. Goldberg
Secretary

Note: Copies of the CEA secretary's full report for 1954 are available, on request, at the national CEA office.

A HENRY JAMES FIRST

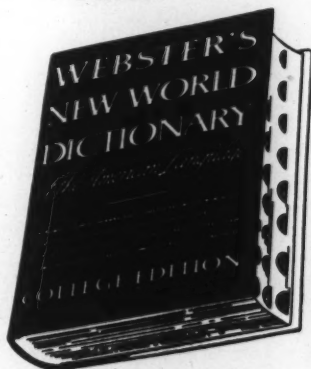
On April 27, 28 and 29 the Laboratory Theatre at Mount Holyoke College gave the first production anywhere of Henry James' "The Other House."

Prof. Nadine Shepardson, in charge of the production, writes: "With the permission of Harvard University I have cut the play—but have not re-written it in any way. We wish to produce James, and his style has been preserved. The cutting which we have done has been in the interest of concentrating and clarifying the action. We have removed no long block of dialogue; omitted no incident, no character. We have been excited and interested to find how actable, how much of the theatre James' plays might have been in his own time, had he been responsive to the suggestion of producers and managers that he do the minimum cutting which is almost inevitably necessary between the time a play leaves the study and is finally seen 'on the boards.'"

Television-Radio Workshop

Peabody College and WSM radio and television in Nashville, Tennessee have announced plans for their second annual summer workshop scheduled to run from July 18 to July 29. The workshop is designed to instruct teachers in the use of television and radio for educational purposes. Miss Marjorie Cooney, WSM and WSM-TV Director of Special Programming, and Dr. Felix Robb, Peabody Dean of Instruction, will direct the two-week session.

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—Professor John Coriden Lyons, Dept. of Romance Languages, University of North Carolina

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CEA CITED

The Harvard Business Review for May-June 1955 features "Liberal Arts as Training for Business." The author is Frederic E. Pamp Jr., Harvard Ph. D. in English, CEA member, and now Division Manager for the American Management Association.

In the article, the author cites CEA-I conferences as helping to bring about a new respect for liberal arts standards. He quotes Arthur A. Houghton's Corning CEA-I talk, in which the speaker characterizes the executive as a "skilled and practical humanist." He offers a carefully documented, sensitive, and systematic rationale of the role of the humanities in the executive career.

Opponents of the doctrine that the humanities can or should be of direct professional use to the executive must now test the strength of their views against Dr. Pamp's thoughtful and cogently developed essay. Advocates of this doctrine will find in Dr. Pamp a valuable ally.

The concluding paragraph goes thus:

The humanities in the colleges are now struggling to put the pieces of the specialties back together again in order to make the integrated men that management can best use. If they get the sort of direct support already given by Corning Glass Works, General Motors, and General Electric as expressed in their sponsorship of the College English Association's conferences, and in the research projected by that organization, these disciplines can prove the most valuable single resource available for the management of the future.

(Copies of Dr. Pamp's article may be had, on request, through the national CEA-I office).

May Supplement

"The Folklore of Liberal Education" by Francis H. Horn, President of Pratt Institute, is being distributed as a supplement with this CEA Critic. It is a reprint from the Association of American Colleges Bulletin of Dr. Horn's address upon his inauguration as president of Pratt Institute, Brooklyn, N. Y., May 15, 1954.

National CEA members wishing to propose fellow-members for nomination as president, vice president, or director, should send their proposals, with supporting career data, to the Chairman of the 1955 Nominating Committee, Allan MacLaine, Texas Christian University, Fort Worth, Texas.

HILLYER AT PENN CEA

Pro. Robert Hillyer, University of Delaware, spoke on the teaching of poetry, at the Penn. CEA meeting, Swarthmore College, Apr. 16. In his talk, Dr. Hillyer made the following ten points, on the assumption that, before we can teach poetry we must convert students to poetry.

1. Poetry as the one unbroken thread of communication between the ages of man: where "modern" and "ancient" have no meaning except chronologically.

2. Background and continuity: the Elizabethan and the Greek pastoral; the classical background of Frost, Robinson, Bridges, etc. All an unbroken strand.

3. Scansion: the difference to be shown between hypothetical scansion and the actual cadence. The hypothetical scansion necessary but concealed, like the human skeleton.

4. Reading aloud.

5. Bad poems of great poets. The breaking down of sacrosanct remoteness.

6. Definitions by instructor and encouragement of discoveries (in verse forms, for example) by students.

7. Interpretation. To be kept basic and simple, using such examples as Blake's "Sunflowers" and Frost's "Birches."

8. Suggested Texts: The "Oxford Book", Untermeyer, Hillyer's "First Principles of Verse".

9. Teacher to take into account not only the student's individuality but also his own personal preferences. Conviction of excellence a necessity for recommendation of poem to student.

10. A frank admission that poetry must, for a few, forever remain a sealed book. Perfectionism always a mistake.

COMMENTS

Brother Cormac Philip's address in The Critic for March and April is a powerful piece—he has Hutchins' ability to dramatize ideas, and to use colloquial language to good purpose. It was certainly worth printing in all its length.

Alvan Sherman Ryan University of Notre Dame . . . I especially enjoyed, in the Feb. Critic, the "remarks" by Prof. Lloyd, on "This Unpredictable Society." He has expanded the creed which animated Bob Gay and myself from the very beginning; and if he speaks for the majority, CEA will enjoy a life of vast usefulness, whether or not the Institutes flourish or fade.

Burges Johnson
Stamford, Vermont
Briefs

CHICAGO CEA

At the meeting of the Chicago CEA at Loyola University on May 8, there were panel discussions of teaching a play ("The Death of a Salesman") and of teaching brief representative prose passages from Donne, Macaulay, and Faulkner. The play was considered from the points of view of a producer and an academic critic; and the prose passages were considered from the linguistic, journalistic, and academic points of view. Participants in the discussion of the play were W. B. Scott, of Northwestern University, and Robert Johnston, of Wright Junior College. The prose passages were discussed by James Sledd, of the University of Chicago. Samuel K. Workman, of Illinois Institute of Technology; and Robert J. Cranford, of Northwestern University.

The officers elected for 1956 were Gwin J. Kolb, University of Chicago, president; C. H. Edgren, Elmhurst College, vice president; and Martin J. Svaglic, Loyola University, secretary and treasurer.

Falk S. Johnson
Sec'y-Treas., Chicago CEA
CEA-Region NY-CEA

Officers elected at Business Meeting, Union College, Apr. 5:
President: Bernard N. Schilling, University of Rochester
Vice President: Frank D. Curtin, St. Lawrence University

On request, The CEA has sent copies of its Wallace Stevens Chap Book "Two or Three Ideas" to Mrs. Margaret T. Johnstone, of Hartford, and to Mr. Donald B. Engley, Librarian at Trinity College. Mrs. Johnston is a collector of Stevens first editions.

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CEA Reunion at Wesleyan

In more ways than one, the NECEA meeting at Wesleyan University, April 23, was an historic occasion. Burges Johnson and Robert Gay, as well as Bob Fitzhugh, attended the opening session. And a large number of NECEA veterans were there — including Cudworth Flint (regional president) and Morse Allen. Details of a very well attended meeting to which Fred Millet served as program chairman, must wait for the September Critic.

Among the speakers were Victor L. Butterfield, Malcolm Cowley, Max Goldberg, Armour Craig (Amherst), Frederick Buechner, Randall Stewart (Brown), David C. McClelland (Wesleyan), Ralph Pendleton (Wesleyan), John Butler (Amherst), Bernard Farragher (Boston College), Harry Levin (Harvard). Session chairmen were: Gertrude E. Noyes (Conn. College), Laura Johnson (Hartford College), Norman Holmes Pearson (Yale), Harry T. Moore (Babson), Walter Simmons (Rhode Island), Curtis Dahl (Wheaton). Members of the local committee: Alexander Cowie, Richard L. Greene, Thomas G. Henney, John Hicks.

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OUR PRESENT OPPORTUNITY (Concluded From Page 1)

struction of this kind; the future of a humane civilization depends upon it.

May I summon my courage once more, and question whether the type-approach is our most effective approach. I am certainly not unappreciative of the fruitfulness of this approach as we have seen it used during the past decade and a half particularly in the study of poetry. The brilliant pioneering in this field is known to all. It brought about a critical revolution, which was also a revolution in teaching, and this revolution in teaching was necessary, as every one knows, to place the literary work itself once more at the center of our study. The revolution brought with it a technical resourcefulness, a virtuosity, the benefits of which are now widely diffused. The modern critical approach, in short, is now everywhere firmly established and is employed in our teaching. This being true, it seems to me a question as to whether there is as great a need now as there was a decade ago for courses specially set apart for indoctrination in techniques.

I know that the types approach does not necessarily mean that the emphasis is preponderantly on techniques. But the emphasis appears to be on the techniques of the various types. And in any case, does not this approach place an undue emphasis upon the importance of the type or genre as such, the literary type per se? There seems to be the implication, too, that these "Understanding" courses will give the student certain skills which he can use to advantage in the upper-class literature courses, whereas the fact is that most of the students in the "Understanding" course will never take another course in our department.

Great Moral Ideas

I am wondering whether another approach might be better — say, an approach which emphasizes great moral ideas. Questions of form and technique (which have been brought to the fore by the types approach) would not be neglected, but rather would be studied in relation to certain controlling ideas. These controlling ideas in our great works are likely to be moral and religious ideas. Such ideas can be counted on to enlist a lively student interest. Many of us, I am sure, have been a little surprised to discover how much today's undergraduates are interested, or may become interested, in great moral, philosophical and religious questions — questions relating to the nature of God and Man, the mysteries of Providence, Foreknowledge, Will, and Fate,

man's freedom and his responsibility, his aloneness and his social ties, his innocence and his guilt, the great questions, in short, which agitated Shakespeare and Milton, Hawthorne and Melville and Faulkner.

The Vortexes of Great Writers

I see no reason why freshmen should not be thrown into the vortexes of these great writers. Let not the teacher timidly object to the difficulty of the work, for the student will rise to the challenge. The undergraduate is a good swimmer, or can become one, if we will give him the chance.

At Brown during the past two years, several of us have had the exhilarating experience of reading with classes of Freshmen and Sophomores (consisting of about twenty students each) in the round-table manner (supplemented by the follow-up essays) described a moment ago, a list of works which included *The Blithedale Romance*, *Moby Dick*, *Pierre*, *Billy Budd*, *The Ambassadors*, *The Financier*, *An American Tragedy*, *The Marble Faun*, and *Light in August*. We are inevitably concerned here with questions of form, for each author's subject finds an architecture of its own, and we come back repeatedly to the great moral questions: What is Man? What is his position in the Universe? What makes his situation a tragic one? What does it mean to be human?

The most effective answer to the mechanism of our time is found in our great works of literature. Shakespeare is proof enough that man is not machine. Melville is rebuke enough to the prophets of automation. Milton and Hawthorne can put to rout a whole battalion of IBM's. Our responsibility is great. If we will teach only what is great, and give ourselves to the task with zeal as well as knowledge, we will meet with a success unexpected in common hours.

REPORT — 1954

BUREAU OF APPOINTMENTS

While the number of registrants remained about the same as in 1953, the number of calls on the Bureau to supply candidates for teaching positions increased. Especially was this true at the annual meeting in New York in December.

It should be noted that every year since 1950 has shown increased activity. This is especially true of job openings; it would seem that the prophesied teacher shortage, while not yet actually up to the college level, is approaching. Our forecast is for a greater number of openings in 1955.

TEXAS CEA

The Texas branch of the CEA, organized in the spring of 1952, held its annual meeting on April 2, 1955, at North Texas State College, Denton, Texas, in conjunction with the meeting of the Texas Conference of College Teachers of English.

The CEA group met in breakfast session, from seven-thirty to nine o'clock, in the Crystal Room of Marquis Hall. Despite the early hour, forty-five English teachers were present, representing sixteen Texas colleges.

Presiding was Professor Leonard N. Wright, Chairman, who had arranged an interesting and informative program, consisting of reports on national and regional meetings of the CEA. Speakers were Professors Karl Snyder and Allan Mac Laine, of Texas Christian University, and Joseph Jones, of The University of Texas. In the discussion which followed the talks, it was evident that each speaker, enthusiastic himself about the activities of the CEA, had aroused similar enthusiasm in his listeners.

Officers for 1955-56, nominated by a committee consisting of Professors Ina Beth McGavock, of Trinity University, Robert Nossen, of Lamar State College of Technology, and Joseph Jones, of The University of Texas, were elected by acclamation: Chairman, Mary Tom Osborne, San Antonio College; Secretary, W. W. Christiansen, Texas Lutheran College.

Mary Tom Osborne
Secretary, 1954-55

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